

Academic Program Description Form



University Name: Al-Furat Al-Awsat Technical University

Faculty/Institute: Karbala Technical

Scientific Department: Department of Office Management Technologies

Academic or Professional Program Name: Diploma

Final Certificate Name: Diploma in office administration

Academic System: annual

Description Preparation Date: 11\3\2025

File Completion Date: 11\3\2025

Signature:

Head of Department Name:

Ass.Prof. Dr. Mohammed Jabbar Hadi

Date:

Signature:

Scientific Associate Name:

Ass.Prof. Dr. Muhammad Fadhil Neamha

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department: Ali Nima Hassan

Date:

Signature:

Approval of the Dean

19-6-2025

COURSE DESCRIPTION FORMS FOR THE FIRST YEAR

Course Description Form

1. Course Name : Principles of management	
2. Course Code:	
3. Semester / Year: First and Second	
4. Description Preparation Date: 27/9/2024	
5. Available Attendance Forms: Actual attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
150 hour/annually - 240 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Hussein sabih muhisin Email: hussein.al-kabbi@atu.edu.iq	
8. Course Objectives	
Course Objectives	The general Target: Introducing the student to how to gain cognitive and practical skills in management principles. The Specific Target: Developing the

student's capabilities for administrative aspects and understanding the management approach in general and business management in particular. The program also aims to identify the nature of business organizations and public organizations, give a general idea of the history of management and its development, highlight its pioneers and their curricula, and address the main and support functions of management.

9. Teaching and Learning Strategies

Strategy	A set of activities or mechanisms that aim to achieve the previously specified teaching objectives, including: 1- Providing students with knowledge concepts related to the office management specialization 2- Providing students with administrative skills specific to the labor market 3- Providing students with the basic terminology in the English language specializing in management, with which graduates of this department can continue their studies in universities and postgraduate studies.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First and seco	10	Cognitive outcomes	Management: concept, importance, pillars, activities, development.	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

third	5	Cognitive and skills	Introduction to the study of management and its fields: business administration and public administration.	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fourth and fifth	10	Cognitive outcomes	Management functions and facility functions: concept, relationship, characteristics. Management in a changing environment	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Sixth and seventh	10	Cognitive and skills	Schools of administrative thought: types, reasons for the emergence of administrative schools. The most prominent pioneers and their most prominent contributions	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
eighth	5	Cognitive and skills	Planning: concept and importance, basic nature of planning (planning facts). Planning and forecasting	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
ninth	5	Cognitive outcomes	Responsibility for planning and forecasting, organizational components of planning practices, planning flexibility, types of planning, planning steps.	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Tenth and	10	Cognitive and	Decision making: concept,	1-Method of giving	1-Exams of various types

eleventh		skills	importance, types of decisions. Steps for decision making, using quantitative methods in decision making.	lectures 2- Student groups 3- Reports and studies	2- Feedback from students 3-The method of expression with faces 4- Reports and studies
twelfth	5	Cognitive and skills	Organization: concept and importance, the relationship of organization to other management functions. Formal organization and informal organization	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
thirteen	5	Cognitive and skills	Organizational structure: Designing the organizational structure, foundations for grouping activities.	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fourteenth and fifteenth	10	Cognitive and skills	Administrative levels, reasons, scope of supervision.	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Sixteenth and seventeenth	10	Cognitive outcomes	Validity: concept, importance, types. Delegation of authority, centralization and decentralization	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Eighteen and nineteen	10	Cognitive and skills	Responsibility: concept, importance, characteristics, validity and responsibility	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty and	10	Cognitive and	Motivation: concept and	1-Method of giving	1-Exams of various types

twenty-one		skills	importance, need, motives and motivation, types of incentives	lectures 2- Student groups 3- Reports and studies	2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-two and twenty-three	10	Cognitive and skills	Leadership: concept and importance, approaches to studying leadership, theories and patterns.	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-four and twenty-five	10	Cognitive outcomes	Communications: concept, importance, elements	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-six and twenty-seven	10	Cognitive outcomes	Effective communication, communication trends.	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-eight and twenty-nine	10	Cognitive outcomes	Control: concept, importance, principles, types, steps.	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
thirty	5	Cognitive and skills	Facility functions: general concepts and sub-functions.	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

11. Course Evaluation

Daily preparation	3
Daily exams	5
Extracurricular activities	2

First semester exam / theoretical - 1	10
First semester exam / practical – 1	10
Second semester exam / theoretical - 2	10
Second semester exam / practical – 2	10
Final exam / theoretical	40
Final exam / practical	10
12. Learning and Teaching Resources	
Main references (sources)	The approved methodological book / Principles of Management. Dr. Shawqi Naji / Ayad Mahmoud Al-Rahim - Reda Abdul Razzaq - Baghdad - 1988
Recommended books and references, scientific journals, reports,....)	Principles of management with an emphasis on business management Author: Dr. Khalil Al-Shamaa
Electronic references, Internet sites	Specialized websites

Course Description Form

1. Course Name : SPECIALIST READINGS IN ENGLISH
2. Course Code:
3. Semester / Year: First and Second
4. Description Preparation Date: 2/10/2024
5. Available Attendance Forms: Actual attendance

6. Number of Credit Hours (Total) / Number of Units (Total)	
120 hour/annually - 240 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Hassan Hadi Khawo Email: hassanhadi87@atu.edu.iq	
8. Course Objectives	
Course Objectives	The general Target : Introduce Student to the English terminology in the field of the study plan of the department, as well as, enable them to understand the Vocabulary used in different fields. The Specific Target : Enable the Student to read the topics related to his competence and provide an opportunity to connect with what posed by foreign English books, magazines and research in the field of his competence.
9. Teaching and Learning Strategies	
Strategy	A set of activities or mechanisms that aim to achieve the previously specified teaching objectives, including: 1- Providing students with knowledge concepts related to the office management specialization 2- Providing students with administrative skills specific to the labor market 3- Providing students with the basic terminology in the English language

specializing in management, with which graduates of this department can continue their studies in universities and postgraduate studies.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	4	Cognitive outcomes	Introduce English Vocabulary related to the main topics competence in the department of office Management: Management office, Management ,Time Management, the culture of archive, correspondence, Information Technology and Orgenazations Ceremony , and Shorthand.	Lecture	Ask questions
Second	4	Cognitive and skills	Reading of selected topics in the field of management	Lecture	Case studies teaching tests
Third	4	Cognitive outcomes	Practical using for different terms in the field of management	Case Study	Case studies teaching tests
Forth	4	Cognitive and skills	Conversation inside classroom about the field of management.	Mini discuss groups	Listen and questions
Fifth	4	Cognitive and skills	Reading selected topics in the field of Time management.	Lecture	Ask questions
Sixth	4	Cognitive outcomes	Practical using of terms in office management.	Case Study	Case studies teaching tests
Seventh	4	Cognitive and skills	Conversation inside classroom about the field of Office management.	Mini discuss groups	Listen and questions
Eighth	4	Cognitive and skills	Reading selected topics in the field of Time management.	Lecture	Ask questions
Nineth	4	Cognitive and skills	Practical using of terms in the field of Time management.	Case Study	Case studies teaching tests
Tenth	4	Cognitive and skills	Conversation inside classroom about	Mini	Listen and

			the field of .time management	discussion groups	questions
Eleventh	4	Cognitive outcomes	Reading selected topics in Archives concept	Lecture	Case studies teaching tests
Twelfth	4	Cognitive and skills	Practical using of terms in the field of the culture of Archives.	Case Study	Case studies teaching tests
Thirteenth	4	Cognitive and skills	Conversation inside classroom about the field of.to Archives concept	ni discussion groups	Listen and questions
Fourteenth	4	Cognitive and skills	Reading of Selected topics in the field of correspondence	Lecture	Case studies teaching tests
Fifteenth	4	Cognitive outcomes	Practical using of different terms in the field of correspondence.	Case Study	Case studies teaching tests
Sixteenth	4	Cognitive outcomes	Conversation inside classroom about the field of correspondence	ni discussion groups	Listen and questions
Seventeenth	4	Cognitive outcomes	Reading of Selected topics in the field of technique and system of information	Lecture	Ask questions
Eighteenth	4	Cognitive and skills	Practical using of terms in the field of technique and system of information	Case Study	Case studies teaching tests
Nineteenth	4	Cognitive outcomes	Conversation inside classroom about the field of technique and system of information.	ni discussion groups	Listen and questions
Twenty	4	Cognitive and skills	Reading of selected topics in the field of ceremony.	Lecture	Case studies teaching tests
Twenty- First	4	Cognitive and skills	Practical using of different terms in the field of ceremony.	Case Study	Case studies teaching tests
Twenty- Second	4	Cognitive outcomes	Conversation inside classroom about the field of ceremony.	ni discussion groups	Listen and questions
Twenty- Third	4	Cognitive outcomes	Reading of selected topics in shorthand writing	Lecture	Case studies teaching tests
Twenty- Forth	4	Cognitive and skills	Practical using of terms in the field of shorthand .	Case Study	e studies and teaching tests
Twenty- Fifth	4	Cognitive and skills	Conversation inside classroom about the	ni discussion	Listen and

			field of shorthand	groups	questions
Twenty- Sixth	4	Cognitive outcomes	Reading of selected topics in computer and internet.	Lecture	Ask questions
Twenty- Seventh	4	Cognitive and skills	Practical using of terms in computer and internet	Case Study	Listen and questions
Twenty- Eighth	4	Cognitive outcomes	Discussion of selected topics in computer and internet .	group discussion	Case studies teaching tests
Twenty- Ninth	4	Cognitive and skills	Reading of selected topics in report writing	group discussion	Ask questions
Thirty	4	Cognitive outcomes	Practical using for terms in and Conversation about selected topics in the field of writing report.	Case Study	Case studies and teaching tests

11. Course Evaluation

Daily preparation	2
Daily exams	6
Extracurricular activities	2
First semester exam / theoretical - 1	10
First semester exam / practical – 1	10
Second semester exam / theoretical - 2	10
Second semester exam / practical – 2	10
Final exam / theoretical	40
Final exam / practical	10

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	SPECIALIST READINGS IN ENGLISH, Prepared Hassan Khawo
Main references (sources)	
Recommended books and references (scientific journals, reports...)	1- Office Management - By J.C.Denyer 2- Modern Office Management By Little Field CL and Peterson RL. 3- Office Management- By P.K. Ghost
Electronic References, Websites	https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SBAA1407.pdf

Course description form

Course description:

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available learning opportunities, and this must be linked to the program description.

Karbala Technical Institute	Educational institution
Office Management Technologies Department	1. Scientific department/center
information technology (OMT)	2. Course name/code
Ali Abdul Hussein Jabr	3. Instructor's name
Assistant Professor	4. The scientific title
weekly	5. Available attendance forms
Annual/first grade	6. Semester/year
75 hours	7. Number of study hours (total)
2/15/2024	8. Date this description was prepared
9. Course objectives: Providing the student with a cognitive skill about the principles of information technology and their role in saving time and effort and gaining a competitive advantage for companies that apply them, and how to manage business through the global Internet by buying and selling, exchanging experiences and skills, and studying the principles of informatics and Its electronic technologies and programs..	

10. Definition of student:

Introducing and teaching the student the skills of data processing, knowledge transfer, analysis and interpretation of information, as well as the design of information systems, their practical applications, and their administrative and technical development.

11. Course outcomes and teaching, learning and evaluation methods**I- Cognitive objectives**

- To become familiar with the concept of information technology, its importance and goals at the level of business organizations.
- Through studying this course, the student will be able to understand the different types of information systems and their applications.
- thatThe student can distinguish between different types of applications for information systems and how to manage each of these types.

B - Skills objectives for the course:

- The student's knowledge of the types of information technologies, their systems, and their types.
- Learn about management information systems and their various models.
- The student will be able to learn ways to obtain, process, and present information in a way that benefits decision makers in the organization.

Teaching and learning methods:

Theoretical lectureDelivering the lecture using the display devices used
Practical lectureApplying what was delivered in a practical way through applied, practical and field exercises and examples.
Discussion with students and students among themselvesBy using the method of brainstorming, exchanging roles, and creating groups and small teams for discussion
Preparing reports and projects related to the scientific material of the lectureStudents submit reports for projects related to the scientific subject.

Evaluation methods:

Daily exams: Exams of various types
Ask exercises and questions: Feedback from students

Assigning homework Giving a set of intellectual questions and practical assignments and asking them to be solved in the subsequent lecture.

C- Emotional and value goals:

- . Developing and enhancing thinking skills according to the student's ability and moving him to a higher level of thinking
- . Develop and enhance critical thinking strategies in learning
- . Strengthening the intellectual aspect and mental perception as a main foundation in the student's administrative mentality

D - Transferable general and qualifying skills (other skills related to employability and personal development):

- . Verbal communication
- . Teamwork
- . Analysis and verification
- . Written communication
- . Planning and organizing
- . Flexibility
- . time management
- . self management

12. Course structure:

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies	1- Method of giving lectures 2- Student groups 3- Reports and studies	Data, information and technologies Documents basic concepts and principles	Add learning outcomes	5	the first
1-Exams of various types 2- Feedback	1- Method of giving lectures	Introduction to information systems. A historical overview of informatics and its	Add learning outcomes	5	The second and third

from students 3-The method of expression with faces 4- Reports and studies	2- Student groups 3- Reports and studies	importance in historical development			
1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies	1- Method of giving lectures 2- Student groups 3- Reports and studies	Definition of management information system. Components of the information system	Add learning outcomes	5	Fourth and fifth
1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies	1- Method of giving lectures 2- Student groups 3- Reports and studies	The concept of management information system and its components Elements of information systems	Add learning outcomes	5	Sixth, seventh and eighth
1-Exams of various types 2- Feedback from students 3-The method of expression with faces	1- Method of giving lectures 2- Student groups 3- Reports and studies	Types of applications of management information systems in organizations	Add learning outcomes	5	Ninth
1-Exams of various	1- Method	Information system management	Add learning	5	The tenth

types 2- Feedback from students 3-The method of expression with faces	of giving lectures 2- Student groups 3- Reports and studies	The concept of the system, the general theory of systems, practical cases about information systems	outcomes		
1-Exams of various types 2- Feedback from students 3-The method of expression with faces	1- Method of giving lectures 2- Student groups 3- Reports and studies	Types of management information systems Elements of management information systems And the requirements for building a management information system	Add learning outcomes	5	Eleventh-thirteenth
1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies	1- Method of giving lectures 2- Student groups 3- Reports and studies	The stage of evaluating alternatives: designing the new system, implementing it, and evaluating it	Add learning outcomes	5	fourteenth
1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies	1- Method of giving lectures 2- Student groups 3- Reports and studies	Computer's components	Add learning outcomes	5	Fifteenth
1-Exams of	1-	Types of computers	Add	5	Sixteenth

various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies	Method of giving lectures 2- Student groups 3- Reports and studies		learning outcomes		and seventeenth
1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies	1- Method of giving lectures 2- Student groups 3- Reports and studies	Storage and retrieval techniques What is meant by an information retrieval system?	Add learning outcomes	5	XVIII-XX
1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies	1- Method of giving lectures 2- Student groups 3- Reports and studies	Storage and retrieval techniques Complete processes of storage and retrieval	Add learning outcomes	5	Twenty-first - twenty-fourth
1-Exams of various types 2- Feedback from students 3-The method of expression with faces	1- Method of giving lectures 2- Student groups 3- Reports and	Traditional methods of storing and retrieving information	Add learning outcomes	5	25th

4- Reports and studies	studies				
1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies	1- Method of giving lectures 2- Student groups 3- Reports and studies	Modern methods of storing and retrieving information	Add learning outcomes	5	twenty-sixth
1-Exams of various types 2- Feedback from students 3-The method of expression with faces	1- Method of giving lectures 2- Student groups 3- Reports and studies	The Internet is the concept of its development	Add learning outcomes	5	27th Twenty-eighth
1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies	1- Method of giving lectures 2- Student groups 3- Reports and studies	Case studies of information technology and management information	Add learning outcomes	5	XXIX And the thirty

13. Sources and references used:	
- Information technologies and their applications, Adel Salem Al-Maadidi - Management Information Systems, Saad	1- Main references (sources)

Ghaleb Yassin	
- Automated information banks and their networks, Amer Ibrahim Kandilji - Management information systems from the beneficiary's perspective, James A	2- Recommended books and references (Scientific journals, reports,)

14. Course development plan:
.Adding vocabulary to the curricula as part of the development taking place in the course - Developing courses that keep pace with local market demand - Side hookTheoretical and reinforcementThe practical side of casesStudy

Course Description Form

1. Course Name : Public relations
2. Course Code:
3. Semester / Year: First and Second
4. Description Preparation Date: 2/10/2024
5. Available Attendance Forms: Actual attendance

6. Number of Credit Hours (Total) / Number of Units (Total)

120 hour/annually - 180 units

7. Course administrator's name (mention all, if more than one name)

Name: Ali Kazem Hussein

Email: **Inkr.ali6@atu.edu.iq**

8. Course Objectives

Course Objectives

The general Target : Providing the student with cognitive and practical skills in how to interact humanly and socially and its role in saving time and effort while working and facilitating interaction and communication with internal and external audiences, society and others.

9. Teaching and Learning Strategies

Strategy

A set of activities or mechanisms that aim to achieve the previously specified teaching objectives, including:

- 1- To become familiar with the concept of public relations, its importance and objectives at all organizational levels.
- 2- To know how to work and deal with various organizational and administrative levels.
- 3- To become familiar with practical cases in various organizations and to contribute to refining the student's personality.
- 4- To learn how to find solutions to organizational problems in different areas of work.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Cognitive outcomes	The origins and development of public relations	Lecture	Ask questions
Second & third	3	Cognitive and skills	The most prominent pioneers of	Lecture	Case studies

			public relations, concepts synonymous with public relations, and the reasons for their emergence, concepts related to social interaction and concepts related to public relations techniques		teaching tests
Fourth & Fifth	3	Cognitive outcomes	The foundations and principles of public relations, the importance of public relations, and the activities and functions of public relations	Case Study	Case studies teaching tests
Sixth	3	Cognitive and skills	Internal organization of central public relations bodies and decentralization in public relations work	Mini discussion groups	Listen and questions
Seventh & Eighth	3	Cognitive and skills	Workers in public relations agencies, general specifications for workers in public relations agencies, characteristics that must be possessed by workers in public relations agencies	Lecture	Ask questions
Ninth	3	Cognitive outcomes	Workers in public relations agencies, general specifications for workers in public relations agencies, characteristics that must be possessed by workers in public relations agencies	Case Study	Case studies teaching tests
Tenth	3	Cognitive and skills	The organization's public relations specialist. Public relations specialist, the scope of the organization's public relations work, the organization's audiences and public opinion, the concept of the public	Mini discussion groups	Listen and questions
Eleventh & Twelfth & Thirteenth	3	Cognitive and skills	The concept of public opinion: types of public opinion, the role of public relations in forming public opinion, methods of measuring public opinion	Lecture	Ask questions
Fourteenth	3	Cognitive and skills	The concept of public opinion: types of public opinion, the role of public relations in forming public opinion, methods of measuring public opinion	Case Study	Case studies teaching tests
Fifteenth	3	Cognitive and skills	Internal organization of central public relations bodies and decentralization in public relations work	Mini discussion groups	Listen and questions

Sixteenth & Seventeenth	3	Cognitive outcomes	Public relations and means of communicating with audiences, the concept of communication, types of communication, classification of means of communication	Lecture	Case studies teaching tests
Eighteenth & Nineteenth & Twenty	3	Cognitive and skills	Public relations programs, public relations with employees and the internal public	Case Study	Case studies teaching tests
Twenty- First Twenty- Second & Twenty- Third	3	Cognitive and skills	Public relations with the consumer public, public relations with the shareholders, public relations with suppliers	Mini discussion groups	Listen and questions
Twenty- Forth	3	Cognitive and skills	Public relations with the local community	Lecture	Case studies teaching tests
Twenty- Fifth & Twenty- Sixth & Twenty- Seventh	3	Cognitive outcomes	Public relations in diplomatic bodies, public relations with tourism bodies, public relations with educational and pedagogical institutions	Case Study	Case studies teaching tests
Twenty- Eighth & Twenty- Ninth & Thirty	3	Cognitive outcomes	Evaluation of public relations work, digital public relations	Mini discussion groups	Listen and questions

11. Course Evaluation

Daily preparation	2
Daily exams	6
Extracurricular activities	2
First semester exam / theoretical - 1	10
First semester exam / practical – 1	10
Second semester exam / theoretical - 2	10
Second semester exam / practical – 2	10
Final exam / theoretical	40
Final exam / practical	10

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Public relations methodological book by Dr. I. Mahmoud Al-Rahim
Main references (sources)	
Recommended books and references (scientific journals,	Modern books, the Internet, articles, research

reports...)	university dissertations
Electronic References, Websites	https://almerja.net/reading.php?idm=180425

Course Description Form – Archives Management

1. Course Name - Archives Management	
2. Course Code:	
3. Semester / Year: First and Second	
4. Description Preparation Date: 19/9/2024	
5. Available Attendance Forms: Actual attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	
8. Course Objectives	
Course Objectives	Introducing the student to the concept of archives management

and duties related to incoming and outgoing mail, classification, indexing and preservation in establishments and institutions in a theoretical manner.

Training the student on archive management skills and their applications in the work of facilities in a practical manner

9. Teaching and Learning Strategies

Strategy

- Brainstorming strategy
- Modeling learning strategy
- Teamwork Strategy
- Discussion strategy
- Numbered heads strategy
- Educational bag strategy
- Problem-solving strategy or problem-based learning
- Discovery learning strategy
- Conceptual Mapping Strategy
- E-Learning Strategy
- Story strategy
- Practical field training strategy
- Critical thinking strategy
- Learning by playing strategy
- Self-learning strategy
- Visualization learning strategy

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	5	Cognitive outcomes	information management . Its importance. Data and information. The difference between data and information.	Psychological storming Interactive lectures Critical thinking Summaries reports	Exams of-1 all kinds -2 Feedback from students How to -3 express faces Reports -4 and studies
Second	5	Cognitive outcomes	Objectives and duties of archives management. Methods of supervising archives	Psychological storming Interactive lectures Critical thinking Summaries reports	1-Exams of kinds 2- Feedback from students 3- How to express faces 4- Reports studies
Third	5	Cognitive outcomes	incoming mail . His concept. Its importance. His procedures.	Psychological storming Interactive lectures Critical thinking Summaries reports	1-Exams of kinds 2- Feedback from students 3- How to express faces 4- Reports studies
Forth	5	Cognitive outcomes	outgoing mail . His concept. Its importance. His procedures.	Psychological storming Interactive	1-Exams of kinds 2- Feedback from students

				lectures Critical thinking Summaries reports	students 3- How to exp faces 4- Reports studies
Fifth	5	Cognitive outcomes	Secret mail. His concept. Its importance.	Psychologic storming Interactive lectures Critical thinking Summaries reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Sixth	5	Cognitive outcomes	Category . The concept. .Classification methods	Psychologic storming Interactive lectures Critical thinking Summaries reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Seventh	5	Cognitive outcomes	Indexing. The concept. Arabic and English indexing rules.	Psychologic storming Interactive lectures Critical thinking Summaries reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Eighth	5	Cognitive outcomes	Save documents. Preservation technology. Files. Index cards.	Psychologic storming Interactive lectures	1-Exams of kinds 2- Feedback f students

				Critical thinking Summaries reports	3- How to exp faces 4- Reports studies
Nineth	5	Cognitive outcomes	Organizing archives management. Stages of organization. Simplifying work procedures. Description and distribution of work. Archives Guide. Segmentation of the archive site.	psychological storming Interactive lectures Critical thinking maries and reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Tenth	5	Cognitive outcomes	Memorization systems include procedures and steps for memorizing each of the alphabetical memorization systems.	Psychologic storming Interactive lectures Critical thinking Summaries reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Eleventh	5	Cognitive outcomes	Numerical preservation system procedures.	psychological storming Interactive lectures Critical thinking maries and reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Twelfth	5	Cognitive outcomes	Procedures for the alphanumeric memorization system.	psychological storming Interactive lectures Critical	1-Exams of kinds 2- Feedback f students 3- How to exp

				thinking summaries and reports	faces 4- Reports studies
Thirteenth	5	Cognitive outcomes	Objective preservation system procedures.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Fourteenth	5	Cognitive outcomes	Geographic preservation system procedures.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Fifteenth	5	Cognitive outcomes	Migrate and consume archives.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Sixteenth	5	Cognitive outcomes	Programs and objectives for developing and distributing workers in the field of archives management.	psychological storming Interactive lectures Critical thinking	1-Exams of kinds 2- Feedback f students 3- How to exp faces

				summaries and reports	4- Reports studies
Seventeenth	5	Cognitive outcomes	Indexes. Its types.	psychological storming Interactive lectures Critical thinking summaries and reports	1- Exams of all kinds 2- Feedback from students 3- How to express faces 4- Reports and studies
Eighteenth	5	Cognitive and skills	Circulation and follow-up of archives. procedures.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback from students 3- How to express faces 4- Reports studies
Nineteenth	5	Cognitive and skills	Planning and design of archives space.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback from students 3- How to express faces 4- Reports studies
Twenty	5	Cognitive and skills	Equipment and mechanical devices used in the field of preservation.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback from students 3- How to express faces 4- Reports

				reports	studies
Twenty- First	5	Cognitive and skills	The importance of e-mail in saving and communicating information.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Twenty- Second	5	Cognitive and skills	How to use the computer in the archives management system.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Twenty- Third	5	Cognitive and skills	Archives maintenance.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Twenty- Forth	5	Cognitive and skills	Applications on how to index nouns and their subjects.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports and

Twenty- Fifth	5	Cognitive and skills	Applications on how to manage archives	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Twenty- Sixth	5	Cognitive and skills	Training students to use e-mail to exchange information practically in the Internet Center.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Twenty- Seventh	5	Cognitive and skills	Training students to use the electronic computer to exchange information practically in the Internet Center.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Twenty- Eighth	5	Cognitive and skills	Applications in the field of documents preservation.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback f students 3- How to exp faces 4- Reports studies
Twenty- Ninth	5	Cognitive and skills	Presenting experiments with	psychological	1-Exams of

			conservation systems in some departments of the country.	storming Interactive lectures Critical thinking summaries and reports	kinds 2- Feedback from students 3- How to expect faces Reports and studies
Thirty	5	Cognitive and skills	Discussions on the practical aspects of archives management.	psychological storming Interactive lectures Critical thinking summaries and reports	1-Exams of kinds 2- Feedback from students 3- How to expect faces 4- Reports and studies

11. Course Evaluation

Daily preparation	2
Daily exams	5
Extracurricular activities	3
First semester exam / theoretical - 1	10
First semester exam / practical – 1	10
Second semester exam / theoretical - 2	10
Second semester exam / practical – 2	10
Final exam / theoretical	40
Final exam / practical	10

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Mail and Preservation - Samira Bashir Hasso - Karim W Estefanos
Recommended books and references (scientific journals, reports...)	Organizing and managing archives - experts from the A Training and Publishing Group
Electronic References, Websites	https://archives.un.org/ar

Course Description Form

1. Course Name :
English language (1)
2. Course Code:
nothing
3. Semester / Year:
Second I
4. Description Preparation Date:
18/2/2024
5. Available Attendance Forms:
Actual attendance
6. Number of Credit Hours (Total) / Number of Units (Total):
60 hour/annually - 2 units
7. Course administrator's name:
Name: KHALEEL ABDUL HUR ALI ; Email: khaleel.eng@atu.edu.iq
8. Course Objectives
To make students able to speak English (listening, speaking, reading and writing).The activities within New Headway Beginner Student's Book are designed to enable pre-students to extend their knowledge of the language and to allow them to activate what they have learnt. There is also an emphasis on increasing fluency, so that students feel able to actively participate in conversations and discussions. We hope that students will enjoy using the course and that it will give them a real sense of progression in their language learning.
9. Teaching and Learning Strategies
Teaching and Learning Strategies Using Headway will help students listen, speak, read, and write correctly using the English language. It also helps students by watching attached video clips of

films or plays so that they can discuss them after watching. New Headway Beginner Student's Book for students a solid foundation in the language. They may have recently completed an elementary course or they may be returning to language learning after a break and need to revise key language before being able to progress further. New language is introduced systematically, allowing students to extend and consolidate their knowledge of the language. Listening material is provided across three class CDs. New vocabulary is introduced regularly and this is followed by controlled practice activities, allowing students to immediately activate the language in a supported way. There are also freer practice activities where students can focus on their fluency. In the Everyday English sections, useful chunks of language are presented, which students can use in several different social contexts.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First + second	2	The theme of this first unit is getting to know people. It provides general revision of key tenses and question forms, and Granted the opportunity to assess new students' strengths and weaknesses. and to know Numbers 1-10 and plurals All the verb forms covered are dealt with in great depth in later units	Hello! •am/ are/ is •my/ your •How are you? •What's this in English ? •every day English •Numbers 1-10 and plurals	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

		of the course			
Third + Fourth	2	The theme of this unit is After studying this chapter, the student will be able to know the world Countries, Where are you from? and he/she/they. his/her. Numbers 11 – 30 and social expressions	your world • Countries • Where are you from • he/she/they • his/her • Numbers 11 – 30	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fifth + Sixth	2	The topic of this The unit describes personal information. This provides a Useful context for practice Grammatical for This Unit - What... like?, jobs am/are/is, negative, and questions Address, phone numbers, social expressions, a pronouns in the context of description	personal information? • jobs • am/are/is • negative, and questions • Address, phone numbers • social expressions	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
		The theme of this unit is The ability to know the our/their-possessive's. Family relationship	Family and friends		

Seventh + eighth	2	has/have. The alphabet – On the phone. The Sports, Food, and drinks. present – I/you/they, a/am Languages the nationalities and numbers and prices.	• our/ their • Possessive 's • family relations • has/have • The alphabet	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Ninth + Tenth	2	The themes of sports food and drinks with things such as the simple present tense with learning about languages and nationalities. This unit also allows you learn about numbers and prices.	it's my life! • sports, food and drinks • present simple • I/you/they/a/am • languages and nationalities • numbers and prices	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Eleventh +	2	The theme of this unit is described every day. This provides a useful context to practice the grammar for this unit - What ... like?, The time, as well as the simple	Every day • The time	1-Method of giving	1-Exams of various types

twelfth		present, and the daily routine with first-person pronouns, and the percentage of using usually, some time, and never, and questions and negative, and also learning about words that come together and learning about the days of the week.	• present simple-he/she/it • usually/ some time/ never • questions and negative • words that go together • days of the week	lectures 2- Student groups 3- Reports and studies	2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Thirteen + Fourteen	2	The theme of Places I Like provide an ideal context for the presentation and practice of the subject pronoun. Because it shows how the grammar spot with question about words with demonstrative nouns and asking about what is this and also learning about adjectives with a postcard from Dublin and an	Places I Like • question words • it/them/this/that • Adjectives • I can...?	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

		English topic for every day to learn about I can...?			
Fifteenth + Sixteenth	2	This unit looks at aspects of where I live. The first presentation focuses on Rooms and furniture to and the second There is/are and any, and then we go with unit to prepositions, then this unit deals with indicating directions by finding place on the map.	where I live • Rooms and furniture • There is/are and any • prepositions • directions	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
		This unit looks at the theme of happy birthday!. Both grammar sections use adaptations the target of narrative tenses and the Past Perfect, and conjunctions of time, result. reason, and contrast. Skills practice is in the			

Seventeen + Eighteen	2	form of a Listening and speaking section on two classic writers, and a Reading and speaking section With a saying Years With when they were they born was/were born with past simple - irregular verbs and The Everyday English section Focuses on tenses in the past by asking students when was the day you were born, along with how to say and spell the months and the days of the months.	happy birthday!. • saying Years • was/were born • past simple - irregular verbs • when's your birthday?	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
		The themes of this unit are we had a good time. The Vocabulary syllabus continues With a focus on collocation. The reading and speaking section			

nineteen + Twenty	2	It carries through the theme with a past simple - regular and irregular verbs. In the Listening and speaking section, a Sports and leisure questions and negatives. Everyday English practices useful holidays and my last holiday, and the Writing section focuses on how to filling in forms	we had a good time! • past simple - regular and irregular verbs • questions and negatives • Sports and leisure • filling in forms	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
		The overall theme of this unit is we can do it Present Perfect Simple and Present Perfect Continuous. Tense practice is can/can't as well as questions and negatives. Listening and speaking gives further consolidation the main tenses With a focus on requests and offers a Verbs and that nouns			

Twenty-One + Twenty-two	2	together. Reading. The Vocabulary and listening and things that can be done on the Internet Everyday English sections are What's the problem?	we can do it! • can/can't • requests and offers • Verbs and that nouns go together • What's the problem?	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-Three + Twenty-four	2	The theme of this unit is thinking about the Thank you very much. In the listening and speaking section, Want and would like and food and drink. Vocabulary section focuses on In a restaurant, and Everyday English practices the Going shopping	Thank you very much! • Want and would like • Food and drink • In a restaurant • Going shopping	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-Five + Twenty-six	2	The themes of this unit are here and now. And Color and clothes The Vocabulary syllabus continues With a focus on collocation Present continuous. The reading and	here and now • Color and clothes • Food and drink • Present continuous. • Questions and negatives • What's the matter	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

		speaking section It Today different. In the Listening and speaking section, a Clothes Everyday English practices useful What's the matter			
Twenty-Seven + twenty-eighth	2	The themes of this unit are Present continuous for future It's time to go. The Vocabulary syllabus continues With a focus on collocation Present continuous. The reading and speaking section an magazine journey. In the Listening And speaking section, a Transport and travel Everyday English practices useful Going sightseeing	It's time to go! •Present continuous for future •Question word revision •Transport and travel •Going sightseeing	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-Nine + Thirty	2	Cognitive outcomes with a comprehensive review of all units and preparation for the final	General Review	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces

		test			4- Reports and studies
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11. Course Evaluation

Daily preparation	3
Daily exams	5
Extracurricular activities	2
First semester exam / theoretical - 1	20
Second semester exam / theoretical - 2	20
Final exam / theoretical	50

12. Learning and Teaching Resources

New Headway

Beginner

English Course

Julia Starr Keddle

OXFORD

UNIVERSITY PRESS

www.oup.com/elt

Arabic Language Course Description

Course Information

Course Name/Code: Arabic Language

Available Attendance Formats: (Theoretical and Practical Lectures) / for the Arabic Language course

Semester/Year: Annual / First Year

Total Study Hours - Total Units: 1 Unit

Course Coordinator: Asst. Ghanim Salman Obaid

Online Classroom:

Date of Course Description Preparation: 01/09/2024

Course Objectives

General Objective: To improve students' language skills in Arabic.

Specific Objective: To enable students to understand and properly use grammatical and morphological rules.

Course Outcomes and Methods of Learning & Assessment

Cognitive Objectives

- Enhance the ability to analyze literary texts and literary criticism.
- Develop effective communication skills in both written and spoken forms.

Skill Objectives

- Develop effective communication in written and spoken forms.
- Writing essays, written expression, and organizing literary texts.

Teaching and Learning Methods

- Scientific lectures
- Student discussions
- Educational trips
- Field reports
- Lecture-specific reports

Assessment Methods

- Daily quizzes
- Asking questions
- Assigning homework

Affective and Value Objectives

- Study various types of Arabic literature such as poetry, short stories, novels, and literary criticism.
- Focus on rhetorical styles in Arabic like metaphor, simile, and pun.

Teaching and Learning Methods

Lectures, explanation, exercises, in-class and extracurricular activities, field applications, scientific trips

Assessment Methods

Direct questions, daily and monthly exams, discussions, additional activities, and semester exams

Course Structure

Week	Learning Hours	Expected Learning Outcomes	Unit Title	Learning Method	Assessment Method
1	-	Understanding the lesson	Introduction to Arabic Language, Why do we study Arabic? What are its other names?	Brainstorming	Oral questioning
2	-	Understanding the lesson	What are the major Arabic language sciences, and what distinguishes Arabic from other languages?	Brainstorming	Oral questioning
3	-	Understanding the lesson	Errors in Arabic language (linguistic, spelling, grammatical) – explanation and	Brainstorming	Oral questioning

			identification		
4	-	Understanding the lesson	Practical examples of language errors	Brainstorming	Oral questioning
5	-	Understanding the lesson	Difference between 'Dād' and 'Zā' and why Arabic is called the language of 'Dād'	Brainstorming	Oral questioning
6	-	Understanding the lesson	Parts of speech (identifying nouns, verbs, particles)	Brainstorming	Oral questioning
7	-	Understanding the lesson	Types of verbs (in terms of form, tense, and structure)	Brainstorming	Oral questioning
8	-	Understanding the lesson	Past tense verbs and their conjugation – practical examples	Brainstorming	Oral questioning
9	-	Understanding the lesson	Present tense verbs (nominative – accusative – jussive forms)	Brainstorming	Oral questioning
10	-	Understanding the lesson	Practical examples of present tense verbs	Brainstorming	Oral questioning
11	-	Understanding the lesson	Characteristics of administrative writing, its steps, writing a sample administrative letter	Brainstorming	Oral questioning
12	-	Understanding the lesson	Badr Shakir al-Sayyab – life, poetry, works, analysis of the poem 'Rain Song'	Brainstorming	Oral questioning
13	-	Understanding the lesson	Nominal and verbal sentences with examples	Brainstorming	Oral questioning
14	-	Understanding the lesson	Subject and predicate	Brainstorming	Oral questioning

			(types of predicate)		
15	-	Understanding the lesson	Subject (types and grammatical rules)	Brainstorming	Oral questioning
16	-	Understanding the lesson	Passive subject	Brainstorming	Oral questioning
17	-	Understanding the lesson	Passive subject	Brainstorming	Oral questioning
18	-	Understanding the lesson	Passive subject	Brainstorming	Oral questioning
19	-	Understanding the lesson	The five verbs (conjugation in nominative, accusative, and jussive)	Brainstorming	Oral questioning
20	-	Understanding the lesson	Building of present tense verbs	Brainstorming	Oral questioning
21	-	Understanding the lesson	The five nouns (practical examples)	Brainstorming	Oral questioning
22	-	Understanding the lesson	Sound vs. defective verbs	Brainstorming	Oral questioning
23	-	Understanding the lesson	Indefinite and definite nouns and differentiation	Brainstorming	Oral questioning
24	-	Understanding the lesson	'Tamyeez' (specification) – its types	Brainstorming	Oral questioning
25	-	Understanding the lesson	'Hal' vs. 'Na't' – difference between them	Brainstorming	Oral questioning
26	-	Understanding the lesson	Original and derived grammatical case markers	Brainstorming	Oral questioning
27	-	Understanding the lesson	Punctuation marks (practical texts)	Brainstorming	Oral questioning
28	-	Understanding the lesson	Sound feminine plural and sound masculine plural	Brainstorming	Oral questioning
29	-	Understanding the lesson	Broken plural	Brainstorming	Oral questioning
30	-	Understanding the lesson	Dual form and its grammatical	Brainstorming	Oral questioning

			case markers (nominative – accusative – genitive)		
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Infrastructure

1. Required Textbooks

- *Alfiyyat Ibn Malik*, by Muhammad ibn Ahmad al-Hawari al-Maliki, explanation by Muhammad ibn Salih al-Uthaymeen, published by Sheikh Muhammad bin Salih Foundation, Al-Rushd Library
- *Al-Usul* by Ibn al-Sarraj, edited by Abdul-Hussein al-Fatli, published by Al-Risala Foundation, Beirut
- *Asrar al-‘Arabiyya* by Al-Anbari, edited by Yusuf Hubud, published by the Arab Scientific Assembly / Damascus

2. Main References (Sources)

[Not specified]

3. Recommended Books and References (Scientific Journals, Reports, etc.)

[Not provided]

4. Electronic References, Websites

[Not provided]

Course Development Plan

- Providing a suitable classroom environment that allows the instructor to diversify teaching strategies.
- Providing IT technology in the university library.
- Hosting experts from outside the institute or from the work environment to benefit from their experience in developing the course according to the actual needs of the job market.

Course Description Form

1. Course Name : Human rights and democracy
2. Course Code: Human rights and democracy
3. Semester / Year: Annual first stage
4. Description Preparation Date: 29/9/2024
5. Available Attendance Forms: weekly
6. Number of Credit Hours (Total) / Number of Units (Total)

30 hour/annually 30 units

7. Course administrator's name (mention all, if more than one name)

Name: Suad Abdul Kadhim Abdul Hamid

Email: suad.alsaadi2020@atu.edu.iq

8. Course Objectives

Course Objectives

Knowing human rights, which were approved by ancient laws, civilizations, and divine laws, and then knowing positive laws at all levels, international, regional, and national. Knowing public freedoms and knowing the democratic systems that govern the world, and also knowing the democratic system practiced by most countries in the world, which guarantees rights and freedoms.

9. Teaching and Learning Strategies

Strategy

- Lecture delivery strategy
- Student groups strategy
- Reports and studies strategy
- Strategy of using visual aids and digital display devices for topics that require it.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	1	Add learning outcomes	Human rights: definition, goals Human rights in ancient civilizations, especially the Mesopotamian civilization	1-Method of giving lectures 2-Student groups 3-Reports studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

Second	1	Add learning outcomes	Human rights in divine laws, with a focus on human rights in Islam	1-Method of giving lectures 2-Student groups 3-Reports studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Third	1	Add learning outcomes	Human rights in contemporary and modern history: international recognition of human rights since World War I and the League of Nations	1-Method of giving lectures 2-Student groups 3-Reports studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Forth	1	Add learning outcomes	Regional recognition of human rights: European Convention on Human Rights 1950, American Convention on Human Rights 1969, African Charter on Human Rights 1981, Arab Charter on Human Rights	1-Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Fifth	1	Add learning outcomes	Non-governmental organizations and human rights (International Committee of the Red Cross, Amnesty International, Human Rights Watch, national	1-Method of giving lectures 2-Student groups 3-Reports studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies

			human rights organizations)		
Sixth	1	Add learning outcomes	Human rights in Iraqi constitutions between theory and reality	1-Method of giving lectures 2-Student groups 3-Reports studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Seventh	1	Add learning outcomes	The relationship between human rights and public freedoms 1- In the Universal Declaration of Human Rights 2- In regional charters and national constitutions	1-Method of giving lectures 2-Student groups 3-Reports studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Eighth	1	Add learning outcomes	Economic, social and cultural human rights and civil and political human rights	1-Method of giving lectures 2-Student groups 3-Reports studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Ninth	1	Add learning outcomes	Modern human rights: the right to development, the right to a clean environment, the right to solidarity, the right to religion.	1-Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Tenth	1	Add learning outcomes	Guarantees of respect and protection of human rights at the national	1-Method of giving lectures 2-Student groups 3-Reports	1-Exams of various types 2- Feedback from students 3-The method of expression faces

			level, guarantees in the constitution and laws, guarantees in the principle of the rule of law Guarantees in constitutional oversight, guarantees in freedom of the press and public opinion, the role of non-governmental organizations in respecting and protecting human rights	studies	4- Reports and studies
Eleventh	1	Add learning outcomes	Guarantees, respect and protection of human rights at the international level: - The role of the United Nations and its specialized agencies in providing guarantees - The role of regional organizations (Arab League, European Union, African Union, Organization of American States, ASEAN) The role of regional	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies

			non-governmental organizations and public opinion in respecting and protecting human rights		
Twelfth	1	Add learning outcomes	General theories of freedom: the origin of rights and freedoms, the project's position on declared rights and freedoms, the use of the term public freedoms	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Thirteenth	1	Add learning outcomes	The legal basis of the rule of law	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Fourteenth	1	Add learning outcomes	Regulation of public freedoms by the declared authorities	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Fifteenth	1	Add learning outcomes	Equality: Historical development of the concept of equality Modern development of the idea of equality - Gender equality Equality between individuals according	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies

			to their beliefs and race		
Sixteenth	1	Add learning outcomes	Democracy, definition, types	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Seventeenth	1	Add learning outcomes	Concepts of democracy	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Eighteenth	1	Add learning outcomes	Democracy in the Third World	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Nineteenth	1	Add learning outcomes	Democratic Systems in the World	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Twenty	1	Add learning outcomes	The concept of freedoms, classification of public freedoms	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Twenty- First	1	Add learning outcomes	Fundamental freedoms, intellectual freedoms, economic and social freedoms	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Twenty-	1	Add learning outcomes	Freedom of security and	1-Method of giving	1-Exams of various types

Second			peace of mind for people Freedom of coming and going	lectures 2-Student groups reports and studies	2- Feedback from students 3-The method of expression faces 4- Reports and studies
Twenty- Third	1	Add learning outcomes	Freedom of education - freedom of the press - freedom of assembly.	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Twenty- Forth	1	Add learning outcomes	Freedom of association - Freedom of work	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Twenty- Fifth	1	Add learning outcomes	Right to own property	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Twenty- Sixth	1	Add learning outcomes	Freedom of trade and industry	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Twenty- Seventh	1	Add learning outcomes	Freedom of women	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Twenty- Eighth	1	Add learning outcomes	Political Parties Public Freedoms	1-Method of giving lectures 2-Student groups reports and	1-Exams of various types 2- Feedback from students 3-The method of expression faces

				studies	4- Reports and studies
Twenty-Ninth	1	Add learning outcomes	Scientific and Technological Progress and Public Freedoms	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies
Thirty	1	Add learning outcomes	The Future of Public Freedoms.	1-Method of giving lectures 2-Student groups reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression faces 4- Reports and studies

11. Course Evaluation

Daily preparation	2
Daily exams	6
Extracurricular activities	2
First semester exam / theoretical - 1	20
Second semester exam / theoretical - 2	20
Final exam / theoretical	50

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	.
Main references (sources)	Dr. Riyadh Aziz Hadi, Human Rights, Its Development, Contents, and Protection. Dr. Hafez Alwan Al-Dulaimi, Human Rights. Dr. Maher Sabri Kazim, Human Rights, Democracy and Public Freedoms
Recommended books and references (scientific journals, reports...)	Recommended supporting books and references (scientific journals, reports, etc.)
Electronic References, Websites	Specialized websites. United Nations website.

Course Description Form

1. Course Name:					
computer applications					
2. Course Code:					
computer applications					
3. Semester / Year:					
FIRST					
4. Description Preparation Date:					
9 -10 - 2024					
5. Available Attendance Forms					
weekly					
6. Number of Credit Hours (Total) / Number of Units (Total)					
90 HOUER (6) UINT					
7. Course administrator's name (mention all, if more than one name)					
Name: Huda jaleel dikhil Email: hudajh@atu.edu.iq					
8. Course Objectives					
Course Objectives		- To become familiar with the concept of computer applications, its importance and objectives at all levels of application. - To learn about the basics of computers and how to work on them. - To learn about computer, desktop, and operating system security. - To become familiar with the Word application and its features.			
9. Teaching and Learning Strategies					
Strategy		- Lecture strategy - Student group strategy - Strategy reports and studies - Strategy for using illustrations and digital display devices for topics that require it			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

First and second	2	Add learning outcomes	Computer basics	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
third	1	Add learning outcomes	Computer generations	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fourth	1	Add learning outcomes	Computer's components	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fifth sixth	2	Add learning outcomes	Types of computers	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Seventh	1	Add learning outcomes	Computer security	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Eighth ninth	2	Add learning outcomes	Operating systems, compute files and folders	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Tenth eleventh	2	Add learning outcomes	Manage folders	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
twelve	1	Add learning outcomes	desktop	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Thirteenth	1	Add learning outcomes	And its application	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fourteen	1	Add learning outcomes	Computer parts, b hardware and software	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

Fifteenth	1	Add learning outcomes	Identify computers	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Sixteenth seventeen	2	Add learning outcomes	Search inside the computer.	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
eighteenth and nineteenth	2	Add learning outcomes	Control panel, what is the program	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty twenty-one	2	Add learning outcomes	Program management,	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
twenty two	1	Add learning outcomes	Hardware and software management.	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
twenty three	1	Add learning outcomes	Main applications Office (2010), Microsoft Word	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-fourth twenty-fifth	2	Add learning outcomes	The file command and its subcommands	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-sixth and twenty-seventh	2	Add Learning outcomes	Home page and subcommands	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-eighth	1	Add learning outcomes	Insert and design	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty ninth	1	Add learning outcomes	Planning and review	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
thirty	1	Add learning outcomes	View files	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with

					faces 4- Reports and studies
11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Computer basics and office applications, Part (1-4) Written by A.M.D. Ziad Muhammad Abboud		
Main references (sources)			Introduction to computers and the Internet Dr. Abdullah Abdul Aziz Al-Mousa		
Recommended books and references (scientific journals, reports...)			Scientific books in computer specializations.		
Electronic References, Websites			Specialized websites		

COURSE DESCRIPTION FORMS FOR THE SECOND YEAR

Course Description Form

1. Course Name:
time management
2. Course Code:
time management
3. Semester / Year:
Annual / second stage
4. Description Preparation Date:
11/2/2024
5. Available Attendance Forms:
weekly
6. Number of Credit Hours (Total) / Number of Units (Total)

(60) hours (8) units

7. Course administrator's name (mention all, if more than one name)

Name: Asst Prof: Raheem Abed Mohammed

Email: inkr.rhm@atu.edu.iq

8. Course Objectives

Course Objectives

- Introducing the student to the concept of time and its importance to humans in general and him as a student
- Introducing the student to the concept of scheduling daily activities and working on developing plans
- Introducing the student to the concept of time wasting and working to reduce time wasting

9. Teaching and Learning Strategies

Strategy

- Lecture delivery strategy
- Student groups strategy
- Strategy reports and studies
- Strategy for using illustrations and digital display devices for topics that require it.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First and second	4	Add learning outcomes	The concept and characteristics of time/management theories	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Third	2	Add learning outcomes	Time and management functions	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces

					4- Reports and studies
Fourth	2	Add learning outcomes	Vision of time direction – assumptions about time	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fifth and sixth	4	Add learning outcomes	Time management and basic operations/ time planning - precedence – flexibility	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Seventh	2	Add learning outcomes	The importance of planning - the organized product of time planning	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces
Eighth and ninth	4	Add learning outcomes	Recording time - types of time - setting goals	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces
Ten and eleven	4	Add learning outcomes	The importance of setting goals - notation goals	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces
twelfth	2	Add learning outcomes	Personal, professional and organizational goals	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Thirteenth	2	Add learning outcomes	Organizing time – The importance of organizing time	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fourteenth and fifteenth	4	Add learning outcomes	Delegation: a method of time management	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Sixteenth and seventeenth	4	Add learning outcomes	Developing the skill of delegation obstacles to delegation.	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Eighteen and nineteen	4	Add learning outcomes	Time wasters - concept and importance – How to control time wasters	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

Twenty and twenty one	4	Add learning outcomes	Factors leading to loss of time	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty two	2	Add learning outcomes	Managing meetings - its importance and types	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty third	2	Add learning outcomes	Preparing for the meeting	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces
Twenty-fourth and twenty-fifth	4	Add learning outcomes	Leading the discussion – evaluating the meeting	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces
Twenty-sixth and twenty-seventh	4	Add learning outcomes	Meeting problems and ways to overcome them	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces
Twenty-eighth	2	Add learning outcomes	Delegation of authority-concept and importance – delegation methods	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
twenty-ninth	2	Add learning outcomes	Leadership: concept and importance – leadership methods	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
thirty	2	Add learning outcomes	Leadership styles and their relationship to time management processes	1- Method of giving lectures 2- Student groups 3- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Time Management / Author: Dr. Nader Ahmed Abu Sheikha
Recommended books and references (scientific)	Scientific books in the field of organizing modern

journals, reports...)	time management
Electronic References, Websites	

Course Description Form

13.	Course Name: Office organization
14.	Course Code:
15.	Semester / Year: tow
16.	Description Preparation Date:
17.	Available Attendance Forms:
18.	Number of Credit Hours (Total) / Number of Units (Total)
19.	Course administrator's name (mention all, if more than one name)
Name: khudhair.abbasmohsin@atu.edu.iq	
Email:	
20.	Course Objectives
Course Objectives	• The course aims to prepare student to practice office & secretarial functions and organize them in a proper manner • Correct and with high product efficiency.....

21. Teaching and Learning Strategies					
Strategy	Theoretical lecture: 1- Method of giving lectures. 2- Student groups. 3- Reports and studies. 4- Using illustrations and digital display devices for topics that require this. Practical lecture: Discussion with students and students among themselves: Preparing reports and projects related to the scientific material of the lecture:				
22. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	5	Add learning outcomes	Office concept	1-How to give lectures 2- Student groups Reports and Studies	1--Exams of all kinds Feedback from students 3-The method of expression with faces 4- Reports and studies
2-3	5	=	The emergence and development of office work and office functions	=	=
4-5	5	=	Standardization and standardization of office work The development of office work Office	=	=
6-7-8	5	=	location and design - case study reconsideration of the office location and design communication in the office	=	=
9	5	=	Reports as a means of communication in office	=	=

			work		
10	5	=	Office forms	=	=
11-12-13	5	=	Secretarial – A qualitative division secretarial work - the qualifications that secretary possesses	=	=
14	5	=	Entities that prepare secretaries in the country	=	=
15	5	=	Secretary duties	=	=
16-17	5	=	The role of the secretary in helping his boss - The role of secretary in press conferences	=	=
18-19-20	5	=	Planning the secretary's work - meetings - types meetings	=	=
21-22-23-24	5	=	Meetings as a means communication – the qualities that a meeting secretary r possess Disadvantages meetings - The role of secretary in organizing meetings	=	=
25	5	=	Office security		

26	5	=	Confidentiality of information	=	=
27-28	5	=	Automation of office work - benefits mechanization – modern communication devices for	=	=
29-30	5	=	Telex - fax - Internet – closed circuit television	=	=

23. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

24. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Office organization - Iyad Mahmoud Al-Rahim - Fouad Abdel Amir
Main references (sources)	Modern secretarial and office management: - Mahmoud Abu Rub Introduction to management information systems: - 2 Muhammad Al-Sharman Information technologies and their applications: - Dr. Adel Talib Muslim - Dr. Abdul Sattar
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name :

English language (2)

2. Course Code:

nothing

3. Semester / Year:
Second II
4. Description Preparation Date:
18/2/2024
5. Available Attendance Forms:
Actual attendance
6. Number of Credit Hours (Total) / Number of Units (Total):
60 hour/annually - 2 units
7. Course administrator's name:
Name: KHALEEL ABDUL HUR ALI ; Email: khaleel.eng@atu.edu.iq
8. Course Objectives
To make students able to speak English (listening, speaking, reading and writing).The activities within New Headway Pre- Intermediate are designed to enable pre-intermediate students to extend their knowledge of the language and to allow them to activate what they have learnt. There is also an emphasis on increasing fluency, so that students feel able to actively participate in conversations and discussions. We hope that students will enjoy using the course and that it will give them a real sense of progression in their language learning.
9. Teaching and Learning Strategies
Using Headway will help students listen, speak, read, and write correctly using the English language. It also helps students by watching attached video clips of films or plays so that they can discuss them after watching. New Headway Pre-Intermediate, Fourth edition is a course for students who already have a solid foundation in the language. They may have recently completed an elementary course or they may be returning to language learning after a break and need to revise key language before being able to progress further. New language is introduced systematically, allowing students to extend and consolidate their knowledge of the language. Listening material is provided across three class CDs. New vocabulary is introduced regularly and this is followed by controlled practice activities, allowing students to immediately activate the

language in a supported way. There are also freer practice activities where students can focus on their fluency. In the Everyday English sections, useful chunks of language are presented, which students can use in several different social contexts.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First + second	2	The theme of this first unit is getting to know people. It provides general revision of key tenses and question forms, and Granted the opportunity to assess new students' strengths and weaknesses. All the verb forms covered are dealt with in great depth in later units of the course.	Getting to know you • Questions • Tense revision • Right word, wrong word • Social expressions	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
		The theme of this unit is happiness and things you like doing. This provides ample opportunity for students to personalize the key language.			

Third + Fourth	2	The main grammar focus is on present tenses, and have and have got in contrast. Skills work includes integrated reading and speaking, and listening and speaking practice. The Everyday English section introduces and practices ways of keeping a conversation going. Writing syllabus continues with a focus on style and synonyms in a task based on writing a postcard.	Whatever makes you happy. • Present tenses • have/have got • Things I like doing • Making conversation	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fifth + Sixth	2	The theme of this unit is telling stories. The Past Simple is revised and the Past Continuous introduced in the context of the story of an adventurer, and there are a number of news stories to	What's in the news? • Past Simple and Continuous	1-Method of giving lectures 2- Student groups	1-Exams of various types 2- Feedback from students 3-The method of expression

	contextualize and practice the main language. The Listening and speaking section focuses on radio news, and the Reading and speaking has a human interest story that achieved worldwide coverage on the Internet. The Vocabulary section focuses on adverbs and their position in a sentence, both adverbs of manner that end in -ly, and other adverbs. The Everyday English section deals with time expressions - saying dates and using the correct preposition. The Writing section consolidates the tenses and use of adverbs in a story-building task.	• Adverbs • Saying when	3- Reports and studies	with faces 4- Reports and studies
	The theme of this			

Seventh + eighth	2	unit is food, drink, and eating out. In the opening section, expressions of quantity are introduced in the context of a couple with an unusual diet. In a separate presentation about a man who lived to a great age, there is revision and extension of the use of articles in English. The Reading and speaking is about three unusual places to eat. The Vocabulary and listening covers parities (a loaf of. .. , a piece of ... , etc.) and includes six conversations set in different shops. The Everyday English has a focus on requests and offers made at a dinner	Eat, drink, and be merry! •Expressing quantity. •something/no one ... • Articles • A piece of ... •Can you come for dinner?	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
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		party and in other contexts. The Writing syllabus continues with practice of linking words in an email-writing task.			
Ninth + Tenth	2	The themes of hopes, ambitions, and plans provide the context for the presentation and practice of verb patterns and ways of talking about the future. Going to, will, and the Present Continuous for future are contrasted. The skills practice includes a Listening and speaking section on being 20-something, and a Reading and speaking section on a girl who has hope for the future. Everyday English practices the language of expressing doubt	Looking forward • Verb patterns • Future forms • Phrasal verbs • Expressing doubt and certainty	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

		and certainty. The Writing syllabus continues with a section on writing to prepare a text on 'my dreams for the future'.			
Eleventh + twelfth	2	The theme of this unit is describing people and places. This provides a useful context to practice the grammar for this unit - What ... like?, comparatives and superlatives. The text in the Reading and speaking section describes the multicultural diversity of London. In the Listening and speaking section, three people talk about who they most resemble in their family. The Everyday English syllabus continues with the language for talking about what's on in a city)	The way I see it •What ... like? • Comparatives and superlatives • Synonyms and antonyms •What~ on?	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

		and the Writing section practices relative pronouns in context of describing your hometown.			
Thirteen + Fourteen	2	The theme of living history provides an ideal context for the presentation and practice of the Present Perfect. Because it shows how the past links with the present. The first grammar presentation highlights the 'unfinished past' use of the Present Perfect. The second highlights the 'experience' use of the Present Perfect. The theme of living history is carried through the skills practice with a Reading section on living in a stately home, and a Listening and speaking section on researching your	Living history • Present Perfect • for and since • ever and never • Word formation • Agree with me!	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

		family history. Vocabulary practice is on the use of suffixes in word formation and Everyday English section is on the use of question tags when asking for agreement. The Writing syllabus continues with writing a biography of a famous person.			
Fifteenth + Sixteenth	2	This unit looks at aspects of gender from a range of perspectives and introduces the functional language of obligation and advice. The first presentation focuses on have to/ don't have to and the second presents should and must. Skills practice is provided in the form of a Listening and speaking section on	Girls and boys • have to/don't have to	1-Method of giving lectures	1-Exams of various types 2- Feedback from students

	a female heptathlete and a Reading and speaking section on families with very different profiles. Vocabulary practice is on things to wear, and the Everyday English section focuses on the functional language used at the doctor's. Writing practice is provided with a section on formal letters and emails.	• should/must • things to wear • at the doctor's	2- Student groups 3- Reports and studies	3-The method of expression with faces 4- Reports and studies
	This unit looks at the theme of storytelling in different genres. Both grammar sections use adaptations of a fable by Aesop to contextualize the target language of narrative tenses and Past Perfect, and conjunctions of time, result. reason, and contrast. Skills practice is in the			

Seventeen + Eighteen	2	form of a Listening and speaking section on two classic writers, and a Reading and speaking section with a picture story of The Strange Case of Dr Jekyll and Mr Hyde. Vocabulary practice is on adjectives that describe feelings and the Everyday English focuses on exclamations with so and such. The Writing section carries through the theme of stories with tasks to help students write a review of a book or film.	Time for a story • Past Perfect and narrative tenses • Joining sentences - Feelings • Exclamations	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
		The themes of this unit are communication and technology. The story of the development of the mobile phone is used to contextualize and			

nineteen + Twenty	2	practice passives. The Vocabulary syllabus continues with a focus on collocation. The Reading and speaking section carries through the theme with an article about five first on the Internet. In the Listening and speaking section, a man complains about aspects of modern life. Everyday English practices useful telephone language, the Writing section focuses on planning linking ideas in a pros and cons essay.	Our interactive world • Passives • Compound nouns • Words that go together • On the phone	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
		The overall theme of this unit is life's ups and downs. The story of an extraordinary music teacher provides the context for contrasting the Present Perfect Simple and Present			

Twenty-One + Twenty-two	2	Perfect Continuous. Tense practice is also provided in an information gap on the singer Charlotte Church. Listening and speaking gives further consolidation the main tenses with a focus on two friends who haven't since school. Reading and speaking has a focus on four generations of the Getty family. The Vocabulary and listening and Everyday English sections are linked by practicing vocabulary of birth, marriage, and death, and the language of giving good and bad news. Writing section focuses on filling in forms	Life's what you make it! • Present Perfect Continuous • Tense Review • Birth, marriage, and death Good news, bad news	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
		The theme of this unit is thinking about the future and			

Twenty-Three + Twenty-four	2	what will or might happen. This provides the context for the two grammar presentations, starting with the first conditional and might, and moving on to the second conditional. In the Listening and speaking section, two people speculate about changes they face in their lives. The Reading and speaking section focuses on the wonders of the Universe. The Vocabulary section focuses on prepositions, and Everyday English practices the language of saying thank you and goodbye. The Writing syllabus concludes with a focus on note-taking.	Just wondering ... • If + will/might/would conditionals • Prepositions Thank you and goodbye!	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
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Twenty-Five + Twenty-six	2	You are part of the editorial team of a newspaper. Choose the four stories that you think are the most important. In groups of four, discuss which are the four top stories for tomorrow's newspaper. Choose the top headline for the front page. Compare your front page headlines with other editorial teams. Give reasons for your choices.	What's Important to me? • Think about your past, present or future and write a note for each • Spot the difference • Today's top headlines	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-Seven + twenty-eighth	2	This focus of this stage is common collocations of noun + preposition. Pre-teach/check recipe, central heating, damage 'dcmrd3/, butterflies, and cure. Elicit the answer to number 1 and give an example. Give students time to complete the sentences, then check the answers. As an extension, you could ask students to use three	Snakes and ladders • Phrasal verbs pair-up • What's it like? • How long have you ... ?	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

		four of the collocation in a series of sentences or a short			
Twenty- Nine + Thirty	2	Cognitive outcomes Elicit the opening line of each conversation (see Answers below) Tell students that there are a different number of lines in each conversation. Give them time to do the ordering task, either working in groups or moving round the class in a mingle.	Passives quiz •Present Perfect picture race •Thank you and goodbye	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

11. Course Evaluation

Daily preparation	3
Daily exams	5
Extracurricular activities	2
First semester exam / theoretical - 1	20
Second semester exam / theoretical - 2	20
Final exam / theoretical	50

12. Learning and Teaching Resources

New Headway

Fourth edition

Pre-Intermediate Student's Book

Liz and John Soars Amanda Maris

with Teacher's Resource Disc

OXFORD

UNIVERSITY PRESS

www.oup.com/elt

Course Description Form

25.	Course Name:
	computer applications
26.	Course Code:
	computer applications
27.	Semester / Year:
	second
28.	Description Preparation Date:
	9 -10 - 2024
29.	Available Attendance Forms
	weekly
30.	Number of Credit Hours (Total) / Number of Units (Total)
	90 HOUER (6) UINT
31.	Course administrator's name (mention all, if more than one name)
	Name: Huda jaleel dikhil Email: hudajh@atu.edu.iq
32.	Course Objectives
Course Objectives	• To become familiar with the concept of computer applications, importance and objectives at all levels of application. • To learn about the basics of computers and how to work on them. • To learn about computer, desktop, and operating system security. • To become familiar with the Word application and its features.
33.	Teaching and Learning Strategies
Strategy	• Lecture strategy

	• Student group strategy • Strategy reports and studies • Strategy for using illustrations and digital display devices for topics that require it
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34. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First and second	2	Add learning outcomes	Main applications of Office (2010), PowerPoint and PowerPoint presentations	1-Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
third	1	Add learning outcomes	The main facade	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fourth	1	Add learning outcomes	Menu bar commands file and its content	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fifth and six	2	Add learning outcomes	Home.Clipboard F Paragraph and Style	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Seventh	1	Add learning outcomes	Editing, insertion design	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Eighth and ninth	2	Add learning outcomes	The command menu all subcommands those commands	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Tenth and eleventh	2	Add learning outcomes	Movements slideshows of subcommands those commands	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
twelve	1	Add learning outcomes	The order is reviewed with subparagraphs	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with

			those orders		faces 4- Reports and studies
Thirteenth	1	Add learning outcomes	The command displayed subparagraphs those commands	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fourteen	1	Add learning outcomes	The main application of Office (2010),	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fifteenth	1	Add learning outcomes	excel	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Sixteenth and seventeenth	2	Add learning outcomes	The main facade	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
eighteenth and nineteenth	2	Add learning outcomes	Menu bar command Excel file and contents	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty and twenty-one.	2	Add learning outcomes	Home.Clipboard Format Paragraph and Styles	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
twenty two	1	Add learning outcomes	Editing, insertion design	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
twenty third	1	Add learning outcomes	Command formula and data	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-four and twenty-fifth	2	Add learning outcomes	Formula bar	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-sixth and twenty-seventh	2	Add learning outcomes	And mathematical functions	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-eighth	1	Add	Add and expand	1- Method of giving lectures	1-Exams of various types

		learning outcomes	columns and rows	2-Student groups 3-Reports and studies	2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty nine	1	Add learning outcomes	Common errors treatment mathematical operations	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
thirty	1	Add learning outcomes	Charts, shapes mathematical operations	1- Method of giving lectures 2-Student groups 3-Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

35. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

36. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Computer basics and office applications, Part (1–4) Written by A.M.D. Ziad Muhammad Abboud
Main references (sources)	Introduction to computers and the Internet Dr. Abdullah Abdul Aziz Al-Mousa
Recommended books and references (scientific journals, reports...)	Scientific books in computer specializations.

Course Description Form

Course Description:

This course description provides a summary of the Arabic language course, which is an introductory course and an important introduction to the knowledge of the Arabic language and the extent of its knowledge of the styles and developments of the Arabic language, its linguistic, grammatical and spelling aspects, and the most prominent linguistic rules that must be known, and introducing the student to its authenticity and cultural and historical heritage, as it provides the student in the second stage with the necessary amount of information about the Arabic language as the language of the Holy Quran in general, and tourist guidance in particular, so that he can take his first steps in a sound manner, the basis that qualifies him to understand the civilization of his country and the foundation upon which the legal structure of the guide profession depends.

1.	Educational institution	Karbala Technical Institute	
2.	Scientific Department / Center	Office management techniques	
3.	Course Name/Code	Arabic language	
4.	Available attendance forms	(Theoretical and practical lectures) / for the subject Arabic language	
5.	semester/year	Annual/second	
6.	Number of study hours (total) - Number of units (total)	2Number of units	
7.	Course Instructor	Asst. GHANIM SALMAN OBAID	
8.	Electronic class		
9.	Date of preparation of this description	2024/9/1	
10.	Course objectives	Year: Introducing the student to the importance of the Arabic language as the language of the Holy Qur'an and the miracle of the Prophet Muhammad (PBUH). Special: Defining the importance of controlling the Arabic language grammatically, linguistically, and orthographically	
11.	Course outcomes Learning and assessment methods	A. Cognitive objectives	1.Introducing the student to the authenticity and history of the Arabic language, the developments that have occurred in the Arabic language and its ability to cope with various circumstances, and understanding its cultural and historical value. 2.Learn the theoretical and conceptual frameworks of the Arabic language. 3.Learn the most important grammatical, linguistic and spelling rules.
		B.Skill goals	1.Conducting field trips to see the most important libraries that deal with linguistic heritage and manuscripts, and the cultural and linguistic legacy they contain, and visiting the monuments of poets. 2.Writing various reports, research papers and scientific papers in the field of the Arabic language.
		Teaching and learning methods	1.Scientific lecture. 2.Discussion between students. .Reports.3 .Lecture reports.4

		Evaluati on methods	1.Daily exams. 2.Ask some questions. .Giving homework.3			
		C- Affectiv e goals and values	1.The scientific material is useful in understanding the course of events. 2.Ability to respond to emergencies. 3.Ability to manage and provide field guidance. 4.Developing students' abilities to analyze social variables4.To learn different skills and solve problems.			
		Teachin g and learning methods	Lectures, explanations, exercises, classroom and extracurricular training, field application, field trips			
		Evaluati on methods	Direct questions, daily and monthly exams, discussions, extra activities, semester exams.			
12.	Course structure					
13.	week	Hours	Required learning outcomes	Unit name	Learning method	Evaluatio n method
	1)	1	Cognitive	Introduction to the Arabic language, why do we study the Arabic language, and what are the other names for the Arabic language?	Presentati on and discussion	interrogat ion
	2)	1	Cognitive	What are the most important sciences of the Arabic language, and what distinguishes it from other languages?	Presentati on and discussion	interrogat ion
	3)	1	Cognitive	Errors in the Arabic language (linguistic, spelling and grammatical) explaining them and showing their locations	Presentati on and discussion	interrogat ion
	4)	1	Cognitive, emotional	Practical examples of linguistic errors	Presentati on and discussion	interrogat ion
	5)	1	Cognitive, skill	The letters Dhad and Tha, the difference between them, and why the Arabic language is called the language of Dhad	Presentati on and discussion	interrogat ion

6)	1	Cognitive, skill	Parts of speech (nouns, verbs, and letters)	Presentati on and discussion	interrogat ion
7)	1	Cognitive	Types of verbs in terms of (form, tense and structure)	Presentati on and discussion	interrogat ion
8)	1	Cognitive	Past tense and construction marks. Practical examples of the past tense.	Presentati on and discussion	interrogat ion
9)	1	Cognitive	Present tense verb (nominative, accusative, subjunctive)	Presentati on and discussion	interrogat ion
10)	1	Cognitive	Practical examples of the present tense verb	Presentati on and discussion	interrogat ion
11)	1	Cognitive	Features of administrative speech, its steps, writing a model for an administrative speech)	Presentati on and discussion	interrogat ion
12)	1	Cognitive	Badr Shakir al-Sayyab, his life, his poetry, his collections, analysis of the poem (Rain Anthem)	Presentati on and discussion	interrogat ion
13)	1	Cognitive, skill	Nominal and verbal sentences are examples of this.	Presentati on and discussion	interrogat ion
14)	1	,Cognitive	Subject and predicate (predicate and its types)	Presentati on and discussion	interrogat ion
15)	1	Cognitive, skill	The agent (its types - its rules) showing examples from the Holy Quran.	Presentati on and discussion	interrogat ion
16)	1	,Cognitive	Subject	Presentati on and discussion	interrogat ion
17)	1	Cognitive	The five verbs (nominative, accusative, and subjunctive)	Presentati on and discussion	interrogat ion
18)	1	Cognitive, skill	Building the present tense verb, presenting practical examples from real life.	Presentati on and discussion	interrogat ion
19)	1	Cognitive	The Five Nouns (Applied Examples)	Presentati on and discussion	interrogat ion
20)	1	Cognitive	Sound and defective verbs	Presentati	interrogat

					on and discussion	ion
21)	1	Cognitive, skill And emotional	Indefinite and definite nouns and the difference between them, with application to real-life examples	Presentati on and discussion	interrogat ion	
22)	1	Cognitive, skill And emotional	Discrimination (its types)	Presentati on and discussion	interrogat ion	
23)	1	Cognitive, skill And emotional	(The state - the adjective) The difference between them and its application to the texts and noble hadiths of the Prophet	Presentati on and discussion	interrogat ion	
24)	1	,Cognitive	Original and secondary diacritical marks	Presentati on and discussion	interrogat ion	
25)	1	Cognitive, skill, affective	Punctuation marks (application texts)	Presentati on and discussion	interrogat ion	
26)	1	Cognitive, skill, affective	(Sound feminine plural) with practical texts from reality	Presentati on and discussion	interrogat ion	
27)	1	Cognitive, skill, affective	(Sound masculine plural) with application texts.	Presentati on and discussion	interrogat ion	
28)	1	Cognitive	plural of brokenness	Presentati on and discussion	interrogat ion	
29)	1	Cognitive	Dual nouns: their case endings (nominative, accusative, genitive)	Listening discussion and asking questions	interrogat ion	
30)	1	Cognitive, skill	The emergence of Arabic literature (poetry, prose) across different eras and how it was affected by political, social and economic events.	a lecture	interrogat ion	

14. Infrastructure

Required textbooks -1

1. Ibn Aqil's Commentary on Ibn Malik's Alfyyah, Chief Justice Baha'

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	Din Abdullah Ibn Aqil, Muhammad Muhyi al-Din Abd al-Hamid, 20th Edition, 1400 AH, 1980 AD, published and distributed by Dar al-Turath, Cairo, Dar Misr Printing House. 2. Common Grammatical, Morphological and Spelling Mistakes, Fahd Khalil Zayed, Al-Yazouri Scientific House, Jordan, 2013 AD. 3. Grammar Tools, Zahir Shawkat Al-Bayati, First Edition 1425 AH, 2005 AD, Majd University Foundation for Studies, Publishing and Distribution, Beirut, Al-Hamra. 4. History of Arabic Literature, Shawqi Dayf, Dar Al-Maaref, Egypt, first edition, 1960 AD, 1995 AD.
Main references (sources) -2	Al-Bayan wa al-Tabyin, by Abu Uthman Umar ibn Bahr al-Jahiz 150-255 AH, edited and explained by Abd al-Salam Muhammad Harun, Cairo Press Authorship, Translation and Publication Committee, 1368 AH, 1949 AD.
3- Recommended books and references (scientific journals, reports, ..)	External reports and research /
Electronic references, -4 websites	Sites that include explanations of the basics Computer, hardware and programming

15. Curriculum Development Plan

- 1. Providing an appropriate classroom environment that enables teachers to diversify teaching strategies.**
- 2. Providing information technology in the campus library.**
- 3. Hosting experts from outside the institute or from the work environment for which they are preparing to benefit from their expertise in developing the course according to the actual needs of the labor market.**

Course Description Form

1. Course Name : The crimes of the Baath regime in Iraq
2. Course Code:
3. Semester / Year: First and Second

4. Description Preparation Date: 2/10/2024

5. Available Attendance Forms: Actual attendance

6. Number of Credit Hours (Total) / Number of Units (Total)

30 hour/annually - 60 units

7. Course administrator's name (mention all, if more than one name)

Name: Abbas Ahmed Muhammad Saleh

Email:

8. Course Objectives

Course Objectives

General objective: To introduce the student to the Baath regime in Iraq, the way it managed the state, and the crimes it committed during its rule

Specific objective: To introduce the student to the crimes of genocide, the militarization of society, and radioactive and environmental pollution that were widespread during the regime's time, its draining of the marshes, and its elimination of animal and plant wealth in the country.

9. Teaching and Learning Strategies

Strategy

A set of activities or mechanisms that aim to achieve the previously specified teaching objectives, including:

- Providing students with cognitive concepts related to the crimes of the Baath regime

2- Providing students with scientific knowledge of state administration methods

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First & Second	1	Cognitive outcomes	Violations of rights and freedoms - violation of rights	Lecture	Ask questions
Third & Fourth	1	Cognitive and skills	A descriptive overview of the political systems in Iraq (1921 to 2023)	Lecture	Case studies teaching tests
Fifth & Sixth & seventh	1	Cognitive outcomes	The Baathist regime's violations of public rights and freedoms	Case Study	Case studies teaching tests
Eighth & Ninth	1	Cognitive and skills	The impact of the Baathist regime's behavior on public rights and freedoms	Mini discussion groups	Listen and questions
Tenth & Eleventh	1	Cognitive and skills	The impact of the Baathist regime's behavior on society and its control over the state	Lecture	Ask questions
Twelfth	1	Cognitive outcomes	The impact of the transitional period in combating authoritarian politics	Case Study	Case studies teaching tests
Thirteenth	1	Cognitive and skills	The Baath regime and its repercussions in the psychological field	Mini discussion groups	Listen and questions
Fourteenth	1	Cognitive and skills	The Baath regime and its impact in the social field	Lecture	Ask questions
Fifteenth	1	Cognitive and skills	Religion and state	Case Study	Case studies teaching tests
Sixteenth	1	Cognitive and skills	Culture and media	Mini discussion groups	Listen and questions
Seventeenth	1	Cognitive outcomes	Militarization of society	Lecture	Case studies teaching tests
Eighteenth	1	Cognitive and skills	The impact of oppression and wars on the environment and population	Case Study	Case studies teaching tests
Nineteenth	1	Cognitive and skills	The use of internationally prohibited weapons and environmental pollution	Mini discussion groups	Listen and questions

Twenty	1	Cognitive and skills	Scorched earth policy	Lecture	Case studies teaching tests
Twenty- First	1	Cognitive outcomes	Drying of marshes and forced migration	Case Study	Case studies teaching tests
Twenty- Second	1	Cognitive outcomes	Destruction of the agricultural environment	Mini discussion groups	Listen and questions
Twenty- Third	1	Cognitive outcomes	Destruction of the animal environment	Lecture	Ask questions
Twenty- Forth	1	Cognitive and skills	Radioactive contamination	Case Study	Case studies teaching tests
Twenty- Fifth	1	Cognitive outcomes	Mass graves	Mini discussion groups	Listen and questions
Twenty- Sixth	1	Cognitive and skills	Bombing places of worship	Lecture	Case studies teaching tests

11. Course Evaluation

Daily preparation	2
Daily exams	6
Extracurricular activities	2
First semester exam / theoretical - 1	20
Second semester exam / theoretical - 2	20
Final exam / theoretical	50

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The methodological book for the subject “Crimes of the Baath Regime in Iraq”
Main references (sources)	
Recommended books and references (scientific journals, reports...)	The book “The Cognitive Foundation for the Study of Baath Party’s Crimes in Iraq”
Electronic References, Websites	https://uomus.edu.iq/En/Enmclecdet.aspx?id=27437

Course Description Form

1. Course Name : Service Legislation	
2. Course Code:	
3. Semester / Year: Year - Second	
4. Description Preparation Date: 29/9/2024	
5. Available Attendance Forms: Actual attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90hour/annually - 186 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Suad Abdul Kadhim Abdul Hamid Email: suad.alsaadi2020@atu.edu.iq	
8. Course Objectives	
Course Objectives	General objective: To familiarize the student with the vocabulary of service legislation in the field of the department's study plan and enable him to understand it. Specific objective: To identify the concepts of public service and the most important laws and legislations that govern it and the topics related to his

specialization and to provide the opportunity to enable the student to get acquainted with what is presented in English books, magazines and foreign research in his field of specialization.

9. Teaching and Learning Strategies

Strategy	A set of activities or mechanisms that aim to achieve the previously specified teaching objectives, including: 1- Providing students with cognitive concepts related to the specialization of office management 2- Providing students with administrative skills specific to the labor market 3- Providing students with basic terms in service legislation through which graduates of this department can continue their studies in universities and postgraduate studies.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Cognitive outcomes	Historical overview of civil service legislation	Lecture	Ask questions
Second	3	Cognitive and skills	Legal system of public office, concept of public office	Lecture	Case studies teaching tests
Third	3	Cognitive outcomes	The importance of studying the legal system of the civil service, factors for the success of the civil service system	Case Study	Case studies teaching tests
Forth	3	Cognitive and skills	The concept of a public employee, the definition of a public employee	Mini discuss groups	Listen and questions
Fifth	3	Cognitive and skills	Distinctive elements of a public employee	Lecture	Ask questions
Sixth	3	Cognitive outcomes	The nature of the relationship between the public employee and the state, contractual theories	Case Study	Case studies teaching tests
Seventh	3	Cognitive and skills	Organizational theory	Mini discuss	Listen and

				groups	questions
Eighth	3	Cognitive and skills	Taking up public office, general rules for taking up office	Lecture	Ask questions
Nineth	3	Cognitive and skills	Terms of employment	Case Study	Case studies teaching tests
Tenth	3	Cognitive and skills	Methods of selecting employees	Mini discussion groups	Listen and questions
Eleventh	3	Cognitive outcomes	appointment	Lecture	Case studies teaching tests
Twelfth	3	Cognitive and skills	Objective conditions for the validity of the appointment, the legal nature of the validity of the appointment and its effects	Case Study	Case studies teaching tests
Thirteenth	3	Cognitive and skills	Direct and trial period	Mini discussion groups	Listen and questions
Fourteenth	3	Cognitive and skills	Employee Duties Duties, Duties related to the employee's obligation to work	Lecture	Case studies teaching tests
Fifteenth	3	Cognitive outcomes	Obligatory duties for the employee to refrain from certain actions and behaviors	Case Study	Case studies teaching tests
Sixteenth	3	Cognitive outcomes	Employee rights, salary, allowances, bonus and promotion	Mini discussion groups	Listen and questions
Seventeenth	3	Cognitive outcomes	Job promotion, vacations/accompanied leave	Lecture	Ask questions
Eighteenth	3	Cognitive and skills	Pension, material and moral benefits and privileges, employee guarantees	Case Study	Case studies teaching tests
Nineteenth	3	Cognitive outcomes	Disciplinary system in the public service, disciplinary and criminal offence	Mini discussion groups	Listen and questions
Twenty	3	Cognitive and skills	Disciplinary sanctions.	Lecture	Case studies teaching tests

Twenty- First	3	Cognitive and skills	Disciplinary authorities, procedures for imposing disciplinary sanctions	Case Study	Case studies teaching tests
Twenty- Second	3	Cognitive outcomes	hand pull	ni discussion groups	Listen and questions
Twenty- Third	3	Cognitive outcomes	Appealing the decision to impose a penalty, the historical development of the General Disciplinary Council	Lecture	Case studies teaching tests
Twenty- Forth	3	Cognitive and skills	Powers of the General Disciplinary Council, the Council's jurisdiction to consider the appeal	Case Study	e studies and teaching tests
Twenty- Fifth	3	Cognitive and skills	Cancellation of penalty, employee receiving thanks and its effect on penal	ni discussion groups	Listen and questions
Twenty- Sixth	3	Cognitive outcomes	Monitor, organize and train staff	Lecture	Ask questions
Twenty- Seventh	3	Cognitive and skills	Transfer and secondment of employees	Case Study	Listen and questions
Twenty- Eighth	3	Cognitive outcomes	Termination of employment relations resignation	ni discussion groups	Case studies teaching tests
Twenty- Nineth	3	Cognitive and skills	Job termination, dismissal during probation period and the fate of an incompetent employee	ni discussion groups	Ask questions
Thirty	3	Cognitive outcomes	Retirement	Case Study	Case studies and teaching tests

11. Course Evaluation

Daily preparation	2
Daily exams	6
Extracurricular activities	2
First semester exam / theoretical - 1	10
First semester exam / practical – 1	10
Second semester exam / theoretical - 2	10
Second semester exam / practical – 2	10
Final exam / theoretical	40
Final exam / practical	10

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	SPECIALIST READINGS IN ENGLISH, Prepared Hassan Khawo
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Prescribed books and other public service legislation
Electronic References, Websites	https://iraql.d.e-sjc-services.iq/LoadLawBook.aspx?SC=311020059759549

Course Description Form

1. Course Name:	
Human resources management	
2. Course Code:	
Human resources management	
3. Semester / Year:	
Annual / second stage	
4. Description Preparation Date:	
19/2/2024	
5. Available Attendance Forms:	
weekly	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(120) hours (8) units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst Prof: Mohammed jabbar hadi	
Email: mohammed.hadi@atu.edu.iq	
8. Course Objectives	
Course Objectives	Providing the student with a cognitive skill about the concept, specifications and importance of human resources management from an economic and social perspective and how to use the human resource to reach optimal economic operation and gain competitive advantage on the part of maintaining the resource. On the other hand, we take care of humanity and take care of its human aspects, using all scientific means, both theoretically and practically.

9. Teaching and Learning Strategies	
Strategy	Lecture strategy • Student group strategy • Strategy reports and studies • Strategy for using illustrations and digital display devices for topics that require it. • Brainstorming • Scientific matches.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First and second	4	Add learning outcomes	The concept and importance of human resources management and the stages of its development - the goals of human resources management and its main and subsidiary functions .	1- Method of giving lectures 2- Brainstorming -3 Scientific competitions 4- Student groups 5- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Third	4	Add learning outcomes	Obstacles and challenges facing human resources management and strategies needed to reduce these obstacles	1- Method of giving lectures 2- Brainstorming -3 Scientific competitions 4- Student groups 5- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fourth and fifth	4	Add learning outcomes	Centralization and decentralization in human resources management - the location of this department in the organizational structure of the organization	1- Method of giving lectures 2- Brainstorming -3 Scientific competitions 4- Student groups 5- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Sixth and seventh	4	Add learning outcomes	Planning human resource needs, concept and importance of who carries out the planning process, planning stages	1- Method of giving lectures 2- Brainstorming -3 Scientific competitions 4- Student groups 5- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Eighth and ninth	4	Add learning outcomes	Job analysis and description The concept and steps of job analysis - objectives of job analysis	1- Method of giving lectures 2- Brainstorming -3 Scientific competitions 4- Student groups 5- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Ten and Eleven	4	Add learning outcomes	Attracting, selecting and appointing human resources	1- Method of giving lectures	1 - Exams of various types 2- Feedback from students

				2- Brainstorming 3-Scientific competition 4- Student groups 5- Reports and studies	3-The method of expression with faces 4- Reports and studies
The second, third and fourteenth	4	Add learning outcomes	Designing the wages and salaries system	1- Method of giving lectures 2- Brainstorming 3-Scientific competition 4- Student groups 5- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
The fifth, sixth and seventeenth	4	Add learning outcomes	Human resources performance evaluation	1- Method of giving lectures 2- Brainstorming 3-Scientific competition 4- Student groups 5- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
The eighth, nineteenth, twenty-eighth	4	Add learning outcomes	Human resources training	1- Method of giving lectures 2- Brainstorming 3-Scientific competition 4- Student groups 5- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
The first, second, third and twenty-fourth	4	Add learning outcomes	Systems of incentives, benefits and services provided to employees	1- Method of giving lectures 2- Brainstorming 3-Scientific competition 4- Student groups 5- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
The fifth, sixth, seventh and twenty-eighth	4	Add learning outcomes	. Maintaining human resources/programs for terminating employees' service and referring them to retirement	1- Method of giving lectures 2- Brainstorming 3-Scientific competition 4- Student groups 5- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-nine and thirty-ninth	4	Add learning outcomes	Intellectual capital and social capital	1- Method of giving lectures 2- Brainstorming 3-Scientific competition 4- Student groups 5- Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Human Resources Management (Muayad Saeed Al-Salem, A Harhoush, Abbas Hussein Al-Humairi)
Main references (sources)	Human resources management as a strategic approach (Moa

	Saeed Al-Salem)
Recommended books and references (scientific journals, reports...)	Human Resources Management (Dr. Jassim Al-Dhahabi), (Human Resources Strategies and Operations).
Electronic References, Websites	Scientific journals in administrative specializations and human resources management

Course Description Form

1. Course Name:	
Human resources management	
2. Course Code:	
Human resources management	
3. Semester / Year:	
Annual / second stage	
4. Description Preparation Date:	
19/2/2024	
5. Available Attendance Forms:	
weekly	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(120) hours (8) units	
7. Course administrator's name (mention all, if more than one name)	
Name: assistant teacher: Alea Khaleal Ismael Email: Alea.asmael@atu.edu.iq	
8. Course Objectives	
Course Objectives	Providing the student with a cognitive skill about the concept, specifications, and importance of managing ceremonies, paying attention to etiquette, and preserving social customs and traditions. And how to use the protocol management course to achieve excellence in implementing the laws and regulations in protocol management that contribute to maintaining the system of reception and farewell ceremonies for delegations. Paying attention to the humanitarian and cultural aspects by using all scientific means in theory and application.....
9. Teaching and Learning Strategies	
Strategy	• Lecture strategy

- Student group strategy
- Strategy reports and studies
- Daily exams
- Strategy for using computer-based illustrations and PowerPoint
- Brainstorming
- Cultural competitions

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	4	Add learning outcomes	What is the administration of decrees: importance, the relationship of the administration of decrees to science of administration	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies 5- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
second	4	Add learning outcomes	The management of rituals between science and art, the connection between the management of rituals and other sciences, the development of rituals..	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Third	4	Add learning outcomes	Ceremonies in Arab civilization, ceremonies in the contemporary world	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fourth	4	Add learning outcomes	Protocol, etiquette, legislation	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
fifth	4	Add learning outcomes	Administrative organization of the Protocol Department, location in the organizational structure, internal organization of the Protocol Department.	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Sixth	4	Add learning outcomes	Specializations, staff specifications, training of staff in protocol management.	1 Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
seventh The second, third and	4	Add learning outcomes	Human behavior and professional ethics, the concept of importance.	Method of giving lectures Brainstorming	1 - Exams of various types 2- Feedback from students

fourteenth				Cultural competitions Student groups Reports and studies	3-The method of expression with faces 4- Reports and studies
Eighth	4	Add learning outcomes	Human behavior, motivation perception.	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
ninth	4	Add learning outcomes	Code of conduct, professional ethics.	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
ten	4	Add learning outcomes	Types of ceremonies, entry exit ceremonies - elevator ceremonies.	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
eleven	4	Add learning outcomes	Human behavior and professional ethics, the concept of importance.	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
twelve thirteen	4	Add learning outcomes	Human behavior, motivation perception.	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Fourteen		Add learning outcomes	Code of conduct, professional ethics.	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
fifteen		Add learning outcomes	Types of ceremonies, entry exit ceremonies - elevator ceremonies.	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Sixteen		Add learning outcomes	Human behavior, motivation perception.	Method of giving lectures Brainstorming Cultural competitions	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces

				Student groups Reports and studies	faces 4- Reports and studies
Seventeen		Add learning outcomes	Responding to invitations, the role of the secretary in organizing seats in invitation, organizing appointments	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Eighteen		Add learning outcomes	The timing of attendance and departure of invitations, the ceremony honoring a specific person, how the secretary organizes the lists of invitee names, the secretary's reception of the invitees.	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Nineteen		Add learning outcomes	Introduction and acquaintance principles of social introduction, greeting and handshake, introduction and acquaintance.	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
twenty		Add learning outcomes	Names and titles, personal communications, concept and importance, personal communications guidelines.	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-one		Add learning outcomes	Learn communication, how to speak, the art of conversation and the rules of successful speaking in meetings	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-two			Meetings and conferences, the concept and importance, ceremonies organizing the rules of conference meetings, the principles of holding conferences.	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-three		Add learning outcomes	Forms of holding conferences, arranging invitees at tables, protocol management work when holding conferences	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-four		Add learning	Guidance on writing meeting minutes, some linguistic errors	Method of giving lectures	1 - Exams of various types

		outcomes	writing meeting minutes	Brainstorming Cultural competitions Student groups Reports and studies	2- Feedback from students 3-The method of expression with faces 4- Reports and studies
twenty five t		Add learning outcomes	Human behavior, motivation perception.	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
twenty six		Add learning outcomes	Diplomacy, concept and importance, diplomatic missions, diplomacy	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
twenty seven		Add learning outcomes	Women in diplomacy, office visits, diplomatic language	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Eight and ten		Add learning outcomes	Diplomatic correspondence, official titles at the present t	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twenty-nine		Add learning outcomes	Accompaniment and connotation, characteristics companions, accompanying and connotation ceremonies	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Thirty		Add learning outcomes	Telephone use ceremony, ceremony record and how to use it, ceremony	Method of giving lectures Brainstorming Cultural competitions Student groups Reports and studies	1 - Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Protocol Management book by Kamel Sarmak Hassan..
Main references (sources)	1- Diplomatic and official ceremonies / Kamel Sarmak Hassan 2- Department of Tourism Protocol and Etiquette / Dr. Ahmed Najm
Recommended books and references (scientific journals, reports...)	Scientific administrative journals in protocol management and the art of etiquette.
Electronic References, Websites	Scientific administrative journals in protocol management and the art of etiquette.

Course Description Form of Correspondence English

1. Course Name : Correspondence English
2. Course Code: C E
3. Semester / Year: Second
4. Description Preparation Date: 13/2/2024
5. Available Attendance Forms: Actual attendance

6. Number of Credit Hours (Total) / Number of Units (Total)	
180 hour/annually - 300 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Nadia Nasser Email: nadia.almusawi@atu.edu.iq	
8. Course Objectives	
Course Objectives	General goal: To familiarize the student with the English vocabulary related to business correspondence, the field of the department's study plan, and to enable him to understand it. Specific goal: To enable the student to read and edit correspondence in the English language and topics related to his specialty, and to provide the opportunity to communicate with foreign English books, magazines, and research in his field of specialty.
9. Teaching and Learning Strategies	
Strategy	A set of activities or mechanisms that aim to achieve the previously specified teaching objectives, including: 1- Providing students with knowledge concepts related to the office management specialization 2- Providing students with administrative skills specific to the labor market 3- Providing students with the basic terminology in the English language specializing in management, with which graduates of this department can

continue their studies in universities and postgraduate studies.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	6	Cognitive outcomes	Definition of correspondence its types, the Importance of business letters, Kind of letters, characteristics of commercial messages.	Lecture	Ask questions
Second	6	Cognitive and skills	Kind of letters, characteristics of commercial messages	Lecture	Case studies teaching tests
Third	6	Cognitive outcomes	The Enquiry letter: Definition , opening.	Case Study	Case studies teaching tests
Fourth	6	Cognitive and skills	The Enquiry letter: Ending sentences writing Enquiry letters	Mini discussion group	Listen and questions
Fifth	6	Cognitive and skills	The way of writing Enquiry letter with practical exercises .	Lecture	Ask questions
Sixth	6	Cognitive outcomes	Pricing and terms used in pricing .	Case Study	Case studies teaching tests
Seventh	6	Cognitive and skills	An Answer letter to the inquiry (offer).	Mini discussion group	Listen and questions
Eighth	6	Cognitive and skills	how to edit the message presentation with practical exercises	Lecture	Ask questions
Ninth	6	Cognitive and skills	Write a message rejected the offer	Case Study	Case studies teaching tests

			and the method of editing or writing a message rejected the offer with practical exercises		
Tenth	6	Cognitive and skills	Order letter : Introduction its types ,	Mini discussion in group	Listen and questions
Eleventh	6	Cognitive outcomes	The vocabulary used in implementing the order and the Rejection of the order .	Lecture	Case studies teaching tests
Twelfth	6	Cognitive and skills	Different designs for commercial messages .	Case Study	Case studies teaching tests
Thirteenth	6	Cognitive and skills	Invoice : Definition , Importance , its contents , kinds , way of writing the invoice .	Mini discussion groups	Listen and questions
Fourteenth	6	Cognitive and skills	Letter of complaint :Definition	Lecture	Case studies teaching tests
Fifteenth	6	Cognitive outcomes	Letter of complaint : written reasons , edit mode , and practical Exercises	Case Study	Case studies teaching tests
Sixteenth	6	Cognitive outcomes	Reply to complaint : Definition edit mode , practical Exercises .	Mini discussion groups	Listen and questions
Seventeenth	6	Cognitive outcomes	Canning and packing	Lecture	Ask questions
Eighteenth	6	Cognitive and skills	shipping : Definition , Importance , Vocabulary used in this field .	Case Study	Case studies teaching tests
Nineteenth	6	Cognitive outcomes	Services of telecommunication and cables : Definition , Importance ,	Mini discussion groups	Listen and questions

			written reasons , edit mode .		
Twenty	6	Cognitive and skills	Fax system : Definition , Importance , method of writing and sending it .	ecture	Case studies teaching tests
Twenty- First	6	Cognitive and skills	Computer system : Definition History , Importance , and using computer as modern means of communication .	Case Study	Case studies teaching tests
Twenty- Second	6	Cognitive outcomes	Internet : Definition , Importance	Mini cussio groups	Listen and questions
Twenty- Third	6	Cognitive outcomes	, using Internet as amodern means of communication .	ecture	Case studies teaching tests
Twenty- Forth	6	Cognitive and skills	Types of correspondence written by Secretary congratulatory	Case Study	e studies and teaching tests
Twenty- Fifth	6	Cognitive and skills	, Appointments , bookings in hotels ,	Mini cussio groups	Listen and questions
Twenty- Sixth	6	Cognitive outcomes	messages with practical exercises for writing such letters .	ecture	Ask questions
wenty- Seventh	6	Cognitive and skills	messages with practical exercises writing such letters	Case Study	Listen and questions
Twenty- Eighth	6	Cognitive outcomes	Lists card for the commercial terms	Mini cussio groups	Case studies teaching tests
Twenty- Nineth	6	Cognitive and skills	abbre viations related to commercial messages	Mini cussio groups	Ask questions
Thirty	6	Cognitive outcomes	all other topics mentioned above	Case Study	Case studies and teaching

					tests
11. Course Evaluation					
Daily preparation		2			
Daily exams		6			
Extracurricular activities		2			
First semester exam / theoretical - 1		10			
First semester exam / practical – 1		10			
Second semester exam / theoretical - 2		10			
Second semester exam / practical – 2		10			
Final exam / theoretical		40			
Final exam / practical		10			
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			English correspondence, Prepared by N adia Nasser		
Main references (sources) Recommended books and referer (scientific journals, reports...)			1- Gupta, S. C. (2018). A Handbook for letter writing. Arihant Publications India limited 2- Yingying, J. (2020). Research on Language Characteristics of Business Letter Writing. Studies in Literature and Language, 20(3), 128. 3- Lindsell-Roberts, S. (2004). Strategic business letters and e-mail. Houghton Mifflin Harcourt. 4- Talbot, F. (2009). How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, Emails and More,for Today's Business Needs. Kogan Pa Publishers.		
Electronic References, Websites			https://www.grammarly.com/write-a-letter https://www.interviewkickstart.com/career-advice/business-letter-format-and-samples		

